

Theories in Classroom Management

Democratic Teaching – Rudolf Dreikurs

| Main Arguments/Tenets | Strategies/Techniques | Personal Reflection/ Usefulness (Specific to content area) |
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| <ul style="list-style-type: none"> • Help students acquire a social interest (condition in which students come to see that it is in their advantage to contribute to the welfare of the group). • Students come to us with a desire to become part of the classroom community, called a genuine goal. • As teachers we want to offer encouragement, not only praise. <ul style="list-style-type: none"> ○ Authentic encouragement as difficult or complex tasks are occurring ○ Use praise sparingly ○ Encouragement recognizes effort not achievement • Punishment <ul style="list-style-type: none"> ○ Counter productive to what you are trying to do in the classroom ○ An action taken by the teacher to get back at students and show them who is boss • Consequences: <ul style="list-style-type: none"> ○ Need to be consistently applied ○ Should be arranged with the students | <ul style="list-style-type: none"> • When students are unable to attain the genuine goal of belonging, they turn to mistaken goals. <ul style="list-style-type: none"> ○ Trying to get attention ○ Seeking power ○ Seeking revenge ○ Displaying inadequacy | <ul style="list-style-type: none"> • Since students desire to be part of a community, it is imperative that we create that environment. • Providing students with roles within the classroom, including leadership, will help foster a community environment. • Encouragement will be more beneficial to students and the learning environment than praise. • Encouragement of one student may be a motivating factor for another student. |

Instructional Management – Jacob Kounin

| Main Arguments/Tenets | Strategies/Techniques | Personal Reflection/ Usefulness (Specific to content area) |
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| <ul style="list-style-type: none"> • Investigated how instructional management affected student behavior • Desist – remark or reprimand to stop misbehavior • Ripple effect – the spread effect of desists <ul style="list-style-type: none"> ○ Desists do have a ripple effect at the early elementary level ○ Have no effect at secondary level • There is no correlation between a teacher’s use of desist and a student’s misbehavior • Withitness – ability of teachers to know what is going on in the classroom at all times <ul style="list-style-type: none"> ○ Enables teachers to manage classroom effectively ○ More likely to discipline the student(s) who are misbehaving • Momentum – teacher gets things started promptly and keeps things moving • Smoothness – transitions seem to flow with no abrupt changes • Group alerting – a system to getting student attention and clarifying expectations • Student accountability – keep students on attentive and actively involved <ul style="list-style-type: none"> ○ Everyone needs to have a role, something they are responsible for • Overlapping – teacher who can manage | <ul style="list-style-type: none"> • Use desist at the elementary level and the ripple effect will occur. • Be aware of all activities in the classroom at all times for better control of students and more learning. • Create an environment where students recognize there is order and structure and they feel safe. • Consistently follow established procedures and routines. | <ul style="list-style-type: none"> • Desist will not be a primary behavior management technique in my classrooms. • The ability to know what is going on in all parts of the classroom at all times is invaluable to motivating students and increasing learning potential. • Students are responsible for their own learning and they need to own up to that. • Teachers should provide students the opportunities to accept responsibility. |

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| <p>several things at one time</p> <ul style="list-style-type: none"> ○ Goes hand in hand with withitness • Satiation – students become tired or bored with doing the same thing repetitively <ul style="list-style-type: none"> ○ Routine helps delay satiation ○ Positive techniques or exercises that regain student interest and excitement • Enjoyable and challenging <ul style="list-style-type: none"> ○ If the teacher is enthusiastic, students will be more interested | | |
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Discipline with Dignity – Richard Curwin and Allen Mendler

| Main Arguments/Tenets | Strategies/Techniques | Personal Reflection/ Usefulness (Specific to content area) |
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| <ul style="list-style-type: none"> • Focus on dealing with troubled students • Classroom discipline based on dignity and hope • Reclaim students who are destined to fail • It is essential to restore a sense of hope in students who chronically misbehave | <ul style="list-style-type: none"> • Always in all circumstances interact with students in a way that preserves their dignity • Underlying principles of effective discipline <ul style="list-style-type: none"> ○ Discipline is important ○ Short term solutions are rarely effective ○ Students must always be treated with dignity ○ Discipline must not interfere with motivation to learn ○ Responsibility is more important than obedience | <ul style="list-style-type: none"> • I don't agree with the phrase "students who are destined to fail" because it connotes a situation where students have no positive alternatives. • All students should be provided equal access to all opportunities. • Students should be treated with respect, regardless of the circumstances. |

Noncoercive Discipline – William Glasser

| Main Arguments/Tenets | Strategies/Techniques | Personal Reflection/ Usefulness (Specific to content area) |
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| <ul style="list-style-type: none"> • Increasing student satisfaction with school as a deterrent to misbehavior • Teachers should change themselves from Boss teachers to Lead teachers • Genuine motivation to learn must come from the students • Emphasizing quality of curriculum, teaching, and learning | <ul style="list-style-type: none"> • Focuses on student-centered classroom • Student needs <ul style="list-style-type: none"> ○ Survival ○ Belonging ○ Power ○ Fun ○ Freedom • Organize interesting activities and topics and constantly provide assistance to support them • The class decides on functions of classroom • Provide a warm, supportive classroom environment • Provide useful work that students see as valuable • Always ask students to do their best • Have student evaluations • Quality work helps students feel good • Quality work should always be constructive | <ul style="list-style-type: none"> • School acts as a force for students to behave and perform well. • This suggests that student take a high priority role in the classroom and it's administration. • The teacher is primarily a facilitator when students need them. • Work should be clearly applicable to students and how they will use it in the future. |

Assertive Discipline – Canter and Canter

| Main Arguments/Tenets | Strategies/Techniques | Personal Reflection/ Usefulness (Specific to content area) |
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| <ul style="list-style-type: none"> • Teachers must be consistent with their | <ul style="list-style-type: none"> • Teachers must continually model the | <ul style="list-style-type: none"> • Always follow safety rules in lab areas |

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| <p>discipline.</p> <ul style="list-style-type: none"> • Students must be taught, in an atmosphere of respect, trust, and support, how to behave responsibly. • Students have the right to have teachers who help them learn in a calm, safe environment • Teachers have the right to teach without disruption. • Teachers need to establish a classroom climate in which: <ul style="list-style-type: none"> ○ Needs are met ○ Behavior is managed humanely ○ Learning occurs as intended • Teachers must both model and directly teach proper behavior. • Three types of teachers: <ul style="list-style-type: none"> ○ Hostile teachers – seem to view students as adversaries ○ Nonassertive teachers – take a passive approach to students ○ Assertive teachers – clearly, confidently, and consistently, express class expectations to students | <p>kind of trust and respect for students that they want their students to show towards others.</p> <ul style="list-style-type: none"> • Teachers should get to know their students as individuals and acknowledge them as such. • Teachers should establish strong ties between the classroom and home. • Develop a discipline hierarchy that lists consequences and the order in which they will be imposed within the day. • Fulfilling students’ primary needs: <ul style="list-style-type: none"> ○ Attention – provide the maximum amount of attention in the shortest amount of time ○ Firmer limits – enforce class rules in a non-confrontational way ○ Greater motivation – let student know you have faith in their ability | <ul style="list-style-type: none"> • Learn about individual students, their interests, activities, likes/dislikes, and personalities to tailor their projects and assignments to maximize the motivation. • I am most like the assertive teacher. • Students will be involved in creating the discipline hierarchy on the condition that it will be modified if necessary. |
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Teaching with Love and Logic: Taking Control of the Classroom – Jim Fay and David Funk

| Main Arguments/Tenets | Strategies/Techniques | Personal Reflection/ Usefulness (Specific to content area) |
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| <ul style="list-style-type: none"> • Kids take responsibility • Rules are not necessary (because school/administration rules are | <ul style="list-style-type: none"> • Provide choices within limits • Give students time to cool down • Decide what to do when the time comes | <ul style="list-style-type: none"> • Students should take ownership of their actions and be able to explain why they do what they do. |

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| sufficient) <ul style="list-style-type: none"> • Show interest in students • Four principles: <ul style="list-style-type: none"> ○ Share control ○ Share thinking ○ Balance consequences with empathy ○ Maintain self-concept | <ul style="list-style-type: none"> • One sentence intervention | <ul style="list-style-type: none"> • Additional rules will need to be established in my classroom for the sake of safety. • I can offer students chances to create a project of their choosing as long as it meets the goals that I have listed for the assignment. |
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Beyond Discipline – Alfie Kohn

| Main Arguments/Tenets | Strategies/Techniques | Personal Reflection/ Usefulness (Specific to content area) |
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| <ul style="list-style-type: none"> • Should be no rules • Very student-centered • Class should be called meetings • Shouldn't focus on methods of discipline but on goals of discipline • Believes in having a community and having strong relationships with students | <ul style="list-style-type: none"> • Students should develop their own methods • Have an engaging curriculum • Develop a caring community • Students have latitude in making decisions (it doesn't matter how students do it, just as long as they meet the base requirement/goal) • Class meetings (involve students and teachers) <ul style="list-style-type: none"> ○ Sharing ○ Deciding ○ Planning ○ Reflecting | <ul style="list-style-type: none"> • No rules in my classroom is a recipe for disaster. • I can allow students to choose their projects, how they will go about making them, and having them document that process. • Students should work with each other to learn material and skills. They will learn more from each other (through peer teaching) than they will from me. |

How To Be An Effective Teacher: The First Days of School – Harry Wong and Rosemary Wong

| Main Arguments/Tenets | Strategies/Techniques | Personal Reflection/ Usefulness (Specific to content area) |
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| <ul style="list-style-type: none"> • Four stages of teaching: <ul style="list-style-type: none"> ○ Fantasy ○ Survival <ul style="list-style-type: none"> ▪ Worksheets (most common at primary level) ▪ Textbooks (most common at secondary level) ○ Mastery ○ Impact • Efficient – doing things right • Effective – doing the right thing • The effective teacher: <ul style="list-style-type: none"> ○ Is a good classroom teacher ○ Designs lessons to reach mastery ○ Has positive expectations that students will be successful • Factors that govern student learning (28 – given in order from first to last): <ul style="list-style-type: none"> ○ Classroom management (1) ○ Learning processes (2) ○ Home and parental support (3) ○ Teacher and student relationships (4) ○ District demographics (28) | <ul style="list-style-type: none"> • If you give students more than they ever expected, you will get more than you ever expected • The teacher makes the difference in the classroom • Assign seats on the first day • Greet students at the door • Memorize students’ names by second day • Post assignments in the same location every day • Students must immediately get to work • Personality profile of teacher (bulletin board) • Personality profiles of students (bulleting board) • Promise all students that they will succeed • Discipline Plan (posted in classroom, placed in students’ binders, sent home to parents) <ul style="list-style-type: none"> ○ Rules ○ Consequences ○ Rewards • The teacher dismisses the class • Procedure – what you want students to do • Routine – what students do automatically • Procedures must be rehearsed • Ways to manage a classroom: <ul style="list-style-type: none"> ○ Clearly define and explain procedures | <ul style="list-style-type: none"> • Challenging students will give them the confidence they need to believe in themselves • Posting assignments for class may be difficult if they are working projects • Bell-work may be difficult because of students working projects (in the labs) • Self-Fulfilling Prophecy plays a large role in this theory • Me dismissing the class should be fairly easy as I can use lab cleanup as a determinant as to whether class is dismissed or not • There will most likely have to be different procedures and routines for classroom work and lab work |
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| | <ul style="list-style-type: none">○ Teach students classroom procedures and routines• Procedures for getting students' attention:<ul style="list-style-type: none">○ Where are my students?○ What is my signal?○ What are the number of steps?• As you are dressed, so shall you be perceived, and as you are perceived, so shall you be treated. | |
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